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ABSTRACT

The document is a brief collection of materials which provide a framework whereby local Kansas education units can individually and collectively identify ways to use the statewide effort to strengthen existing programs of service or develop new approaches at the local level for educating the mentally retarded. Part I introduces the process systems approach to program management and evaluation. Terminology related to the approach is defined. Part II, on program structures, contains tables outlining scope and sequence of education settings and experiences for early childhood through adult levels. Tables on dependency levels of performance are also offered. Each content area is presented in Part III with an identified lasting life process and a descriptive paragraph(s) which focuses on the lasting value of this area of study. The following areas are covered: codes, rules, laws, and regulations/rights and responsibilities of citizenship; communication/interaction; leisure time/change of pace; management of finances/budgeting; personal and environmental health/maintenance and well being; personal and family welfare/interdependence; spatial orientation and travel/mobility; and world of work and employment/increasing economic independence. The final part addresses promotion practices and graduation requirements. (SB)

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ADMINISTRATIVE MANUAL

YELLOW BOOK FILE OF PROGRAM PROCEDURES IN EDUCATION FOR THE MENTALLY RETARDED

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Special Education Administration

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YELLOW BOOK FILE OF PROGRAM PROCEDURES IN EDUCATION FOR THE MENTALLY RETARDED

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PURPOSE OF THE FILE

The contents of this file relate to the recommendations of the Task Force which worked to revise the program section for the 1980 State Plan. The 1980 State Plan program section provided a composite base for a unified whole in an evolving program of change. The written approach for a unified whole had evolved over a period of time as a result of field activity. This field activity had been coordinated on a statewide basis for the purpose of providing clarification of understandings which could unify the total program of service. Since each geographic area of the state had identified their own needs and planned local effort, while relating to the statewide activity, each local program of service responded to change at their level of readiness for participation.

The planning for an evolving program of change was directly related to a management system which utilized visionary, long range, attainable and immediate goal structures. The immediate goals and objectives were then interrelated with options provided in the visionary and long range goal structures. This hierarchy is equally appropriate and effective for individual planning for change as well as planning for change in programs or organizations.

The content for this publication was selected from the collective efforts of field personnel working over a ten to fifteen year period of time. It includes those areas which have been identified as a readiness base for involvement of a large number of local personnel. It has been designed for minimal change on a yearly cycle with major change over a three-year period. Also, the content of this publication expands and further clarifies information presented in the State Plan and the administrative brochure which provides an introduction to the program area of mental retardation.

In the 1981-82 school year, a major priority for technical assistance by the State Office will be that of working with local districts to develop local curriculum content at each instructional level and to use the scope and sequence listings for individual learner planning. The readiness level for these activities will be directly related to a plan of program evaluation based on the purpose for which the program of service is organized.

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YELLOW BOOK FILE — IN PROCESS
Program Area of Mental Retardation
April, 1981

Kansas State Department of Education
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INTRODUCTION

The file is a brief collection of materials which have been organized into four sections. The intent is to provide a framework whereby local units can individually and collectively identify ways to use the statewide effort to strengthen existing programs of service or develop new approaches at the local level. The four sections are organized as follows:

Part I — General overview of the approach which includes briefly stated clarifications and definitions.

Part II — Presentation of structure as a form of organization. This section includes the Scope and Sequence of Education Experiences and Settings. Also, the dependency levels of performance are presented as a program structure.

Part III — Each content area is presented with an identified lasting life process and a descriptive paragraph(s) which focuses on the lasting value of this area of study. This section also includes a listing of understandings and clarifications which individual learners should acquire and/or expand at each instructional level.

Part IV — Promotion practices and graduation requirements are included with recommendations to aid the local units in strengthening and/or developing local level approaches.

Since the approach is validated through literature and through actual use, Part I provides a brief overview of the theoretical constructs. The contents of this section are, then, referred to in other sections. The approach provides clarification through interrelating theoretical constructs to actual practice. This theoretical base has been developed as a minimum frame of reference in the file of material. Theory, then, becomes known and clarified as personnel, from all levels of responsibility, work to implement quality practices and develop instructional emphasis.

The implementation level has been designed to relate to all participating personnel. Leadership personnel can continuously acquire skills and understanding through interaction. This arrangement does not require that designated leadership personnel have previous extensive study of the related theoretical constructs.

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Individual and Collective Management Through The Use of Thinking Behaviors

The use of thinking behaviors in the learning process is currently being referred to as process approach, continuous learning, and process systems. This approach is also referred to in management and futuristic literature about learning. Its value results from its generic quality and applicability to situations which contain an unknown or currently unidentified element. These characteristics make it appropriate for use in problem situations which are managed on an individual or collective basis. The combination of characteristics is being valued for its role in the formulation of a management system. This system continuously evolves as a result of the identification of new knowledge or understandings. The new knowledge and understandings result from an interactive process which interrelates the present known elements and the unknown elements of both the present and the future. Continuity and evolvement, as opposed to the frequently practiced technique of stopping and starting over, result from the identification of the next level of problem situations and related goal statements.

Within this context, process can be identified as a progression of change resulting from the phenomenon of space and time. The extent of change and the quality of the change will be directly related to the depth of the thinking processes and the inclusion of the totality of the situation (holistic approach). The thorough analysis and reestablishment of relationships will include current factual and/or cognitive skills, but they will appear in a different position in the learning or management procedure. Also, the affective areas will be equally as important as the cognitive. These areas include, but are not limited to, hopes, fears, joys, and frustrations of the totality of the situation. Another characteristic of the approach is that its progression is sequential, yet nonlinear. Current literature validates this statement in references related to individuality of the sequence of learning and through findings regarding changes in previous beliefs about logical thought processes.

If one believes that development of individual capability for lifelong learning is a major function of education, there is a need for a major turn around in how the learning situation is managed and what is viewed as the thrust of the education process. This change also involves a different role for each level of responsibility and a somewhat different way of arriving at decisions related to program management and evaluation. This changed role can be partially identified in writing, but the actual level of practice can only be established through an interactive process. The interactive process utilizes the readiness level for interaction and practice as an entry level for planning and decision making. This fact implies that one cannot expect roles and resulting efforts to remain static. Therefore, one can anticipate change in roles, delivery procedures, and areas of concentration, as each becomes part of the evolving process.

Since an evolving program moves out from the current practice, the base of readiness for change is the current practice, Therefore, the current program area of mental retardation, as identified in this material, includes many sections which may appear to be closely aligned with the more traditional approaches. The *differences are in the open-ended aspects of the selected structures and the inclusion of areas which require stretching of thinking to look at other possibilities as one makes the choices for change.*

Terminology Clarified Through Use

When one uses the collective indepth thinking processes of those working in the program of change, new clarifications and understandings emerge. These new understandings become knowledge and provide a common base from which succeeding levels of new knowledge and change can evolve. This procedure requires that a current statement of definitions be available to individuals who are working in the program of change. Space has been provided for individual participants to write examples which help them to clarify and use the concepts presented in the written definitions.

Notes:

DEPENDENCY LEVELS OF PERFORMANCE are based on the extent and types of support a retarded individual requires to function in and relate to a societal situation in which his/her nonhandicapped peers participate. In the broader classifications of mental retardation, the higher performing individuals are semi-independent in that they have the capability to perform at a level close to that of their nonhandicapped peers when participating in many life situations. Therefore, the dependency levels, for groupings within the mentally retarded population, occur in a progression from totally dependent through dependent, semi-dependent to semi-independent.

A progression of dependency levels can also be identified with a given individual's performance. For example, each individual can function at an independent level in some areas of performance regardless of the age or dependency level of retardation. Also, situations can be arranged to require individuals to stretch thinking capability to a level which indicates that they are progressing from totally dependent through dependent, semi-dependent, semi-independent, independent to automatic without conscious thought performance. At a given point in time, an individual will be performing at one dependency level in a given situation while performing at other dependency levels in other situations.

Notes:

LASTING LIFE PROCESS is that part of the learning situation which does and will continue to endure over time even though new hardware, new information and value systems emerge. It also provides the individual with an opportunity to extend their decision making skills to higher levels as they proceed beyond the more traditional use of logical thought processes. The use of this approach, then, focuses on the development of and the use of indepth thinking skills for the purpose of establishing new relationships within the totality of the situation.

The value of this approach is that an individual is not required to take extensive formal learning time to acquire new ways of approaching situations when previous hardware and fact or knowledge become outdated. Instead, the individual relies more on creativity of thought processes and intuitive skills which are continuously strengthened and expanded.

Notes:

PROCESS is a progression of change resulting from the phenomenon of time and space. Within this context, change results from indepth thinking which is interrelated with the results of validation through use. The progression evolves as a result of a goal structure which includes both long range and immediate goals. On a regular basis the goal structure is reformulated as a result of analysis and restructuring of the parts within the total program of service.

The above way of viewing process is in agreement with education's emphasis on the development of individual capability for lifelong learning. The approach also places more responsibility for learning on the individual or on an organization for its collective development and/or acquisition of this competence.

Another characteristic of this approach is that it is sequential, yet nonlinear. Current literature validates this statement in references related to individuality of the sequence of learning and findings regarding changes in previous beliefs about logical thought processes.

Notes:

STRUCTURE is a graphic and/or stated means for showing relationships among and between the parts of the program of service or organization. Collectively, the structures provide the unifying elements to the totality of the program of service. Therefore, a major function of a structure is that it provides common points of reference to aid communication within the interaction process.

Within a process frame of reference, structures evolve from within. They are formulated through the use of indepth thinking when validating a practice through use. Therefore, each structure evolves from and/or is directly related to the unique needs of the population served and the related purpose or goal statement for the program of service or organization. Timing for the determination of when a given structure becomes common practice is crucial to the organization and/or the program of service. The extent to which an evolving structure is or can be related to both the present and the future is also an important consideration in the decision making process.

Notes:

SYSTEMS is an approach which unifies interdependent groups or subparts of a program or organization on the basis of a common purpose. It tends toward equilibrium as it brings order through cooperative action. The result is the formulation of and use of collective efforts which exceed the previous performance resulting from the sum of the total of the parts.

Notes:

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Structures

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Notes:

Scope and Sequence of The Education Settings and Experiences

The scope and sequence of education settings and experiences provide a basic overview of education emphasis and options for least restrictive environment throughout all instructional levels. It also provides a frame of reference for planning.

This structure has a direct relationship to and evolves from the identified unique characteristics and needs of the population served and the resulting goal statements. Therefore, this structure provides the base or foundation from which other phases of instruction and other types of program management evolve. Changes in this structure will result as clarified relationships become established between it and other structures in the evolving process of change.

Program change keeps pace with the new understandings. New understandings result from validation through use and directly relate to the collective field readiness for higher level of performance in implementation. Therefore, at a given period of time, a program structure should include a high percentage of understandings which can be readily used by personnel and responded to by individuals in the service program. On the other hand, the structure also includes some areas which are known and used in a smaller percentage of programs of service. This arrangement permits the introduction and use of concepts which can be further clarified and identified as specific program goals on a local or statewide basis.

Notes:

Structures should contain some parts which require stretching of thinking behaviors of those working at all levels of responsibility. These parts of the structure provide direction for evolving to long range and visionary aspects of the program of service. This arrangement provides for continuity in that it interrelates the present known practices with the unknown present practices and the known and unknown future practices. Thereofore, the program has continuity rather than abrupt change characterized by stopping and starting over. This latter practice may result in rejection of valid current practice, which has to wait for rediscovery, when it could have provided a point of departure for earlier efforts in program improvement.

The post and adult levels of Table I, Scope and Sequence for Education Settings and Experiences, are examples of situations which require stretching of thinking processes for implementation. These field developed areas resulted from a need to reorganize the post school and adult levels for responding to the needs of higher performing individuals. As the full continuum of service places more emphasis on independent performance in decision making and begins this emphasis at the infant level, the high school graduates should be expected to function at a more independent level when they move from high school into the adult world. The restructuring of these levels does not require an abrupt change in emphasis. Rather, the intent is that of alerting personnel, at all levels of responsibility, to focus on the development of independent capability to learn throughout one's lifetime. The above example also provides support to the concept that those relating to one level of instruction must identify with and interact with personnel from the totality of the program of service. Totality of the program includes, but is not limited to, the responsibilities of the instructional personnel (See program goal statement).

A collective effort involves individuality which contributes to and draws from the interactive process and the resulting decisions. Therefore, the scope and sequence was designed as a common base of reference rather than a cookbook of specifics to be implemented. As such, it represents a source for challenging one's thinking to arrive at new and higher levels of implementation. Each individual and each local administrative unit, then, will use a plan of action which responds to their unique needs. The scope and sequence, as presented for statewide use, represents a broad based range of performance. This broad base can be used to alert individual and local personnel to the need for exploring more alternatives. As individuals and local units explore the use of more alternatives, they contribute to the efforts for strengthening quality of the total statewide program.

Implementation utilizes individualization for learners. Therefore, one would not relate to all components of a given instructional level when formulating an individual education plan. However, if one viewed a given learner's plan for a three-year period, there should be evidence that the individual was developing more independent and indepth capability to respond in a larger number of settings and experiences.

Notes:

TABLE I

Scope and Sequence of Education Settings and Experiences

ADULT LEVEL

SEMI-INDEPENDENT LEVEL OF PERFORMANCE

Program *emphasis* is on the *development of* a *personal schedule* which closely approximates that of the general population. Since this schedule relates to balanced living, it will include, but not be limited to, the following components:

1. Participation in the formalized vocational evaluation program for the purpose of counseling and relating competency to specific types of skill training.
2. Formulation of an individual schedule which directly relates to own life style. This schedule is based on long range planning that is related to personal goal setting. The personnel schedule varies as goals change over a period of time.
3. Selection of individual learning experiences within a wide range of activities. These activities are generally selected for the purpose of expanding personal opportunities in areas such as environmental awareness, strengthened employment capability, broadened interests for leisure or change of pace and personal maintenance.
4. Periods of concentrated study may include a range of variations. Variations related to employment may be those such as full-time study in employment skills or short-term work related skills. Other variations may be those related to environmental awareness, or structured areas of concentration which relate to a short duration interest of the individual. Several of the identified areas of study would most likely have no effect on the individual's present employment, residence and personal schedule.
5. Concentration of short-term study which relates to improvement of job skills and new opportunities at the present place of employment. These schedules may be a part of the working day or part of an evening or week-end schedule.

SEMI-DEPENDENT LEVEL OF PERFORMANCE

Program *emphasis* is on *cooperation with advocate* to *develop* a *personal schedule* in a semi-dependent environment. Since the schedule relates to independent performance, it will be closely aligned with own alternative living arrangement whenever it is possible. The schedule will include, but not be limited to, the following components:

1. Participation in formalized evaluation program for the purpose of joint program planning with personal advocate. This planning and scheduling will generally relate to all aspects of life and learning (including but not limited to work).
2. Reformulation of personal goal which has generally been developed in conjunction with an advocate and at a time when there is need for restructuring the individual's life style. Factors affecting this change are those such as necessity for change in residence, currently unemployed, or observation which indicates the individual may be eligible for or possess capability for higher level skill training and/or capable of using a less restricted living arrangement. This latter training may be related to the structured events for the handicapped peer group.
3. Selection of education experiences which are related to a wide range of leisure events. These activities will generally be a part of an organized program directly related to the place of residence, employment or community recreation.
4. Participation in specific and/or highly concentrated training which is required to assist the individual in becoming more independent. Assistance for more independent performance is generally required in areas such as mobility, personal maintenance decisions for higher level of alternate living or to become a part of an ongoing leisure or recreational function.

SEMI-INDEPENDENT LEVEL OF PERFORMANCE	SEMI-DEPENDENT LEVEL OF PERFORMANCE
6. Concentration of study which is necessary for retraining as the previous work skills are no longer sufficient for employment. The retraining may be in an area which is representative of a different job or career cluster than that for the present employment.	5. Concentration on personal study for acquiring new job skills necessary for more independence in the employment situation. This training is generally related to an evaluation and occurs in industrial, business, or community setting where the work is to be done.
7. Payment of fees may be the responsibility of the individual, but they may also be paid by a multiplicity of sources. These sources range from a minimal amount paid for enrollment in a leisure time or short-term work skill adult education program to a larger amount paid by a social service agency, a business and/or an industrial firm.	6. Relocation of living arrangements may result in a short-term period of study devoted to differences in routine, regulations and/or revision in personal daily living schedule.
8. Relocation of living arrangements may be a part of the related training situation or relocation may be required after the training is completed.	
9. Choices and formulation of a plan of action and personal schedule frequently involves other persons for which the individual is responsible. Therefore, when the individual is responsible for others, this responsibility becomes a part of all the identified components of the adult level of continuous learning.	

SEMI-INDEPENDENT LEVEL OF PERFORMANCE

Major program emphasis is on actual entry into the adult world of specialized skill training for strengthening employment potential. Large numbers of this population will not utilize the structured post school program as they will proceed directly into the labor market and the adult level of scheduling. Since the structured program concentration is on the acquisition of a higher level of job skill, it will be of short duration and lead directly to employment. The emphasis at this level of education include, but are not limited to, the following components:

1. Specialized skill training may be provided in a wide range of flexible scheduling arrangements which may continue over a two to three month period or for a full year. The setting for training may be in a business, industrial setting, or in a vocational training setting.
2. Training is based on an individual vocational evaluation which may have been done as a part of the senior high transition program.
3. Change in living arrangements may be required. These changes may also be a part of the work training facility program or through an arrangement which has been made with a social service organization.
4. Deficit areas of basic academic skills may be a part of the training program if they affect the degree of independent performance or are a requirement in the job training situation.
5. Recreational pursuits are more closely aligned with community functions while some phases of leisure activity may be a part of the living arrangement.
6. Fees for work skill training are generally paid by a social service agency or organization. In selected cases a business or industry may provide the training prior to full time employment in own establishment.

SEMI-DEPENDENT LEVEL OF PERFORMANCE

Major program emphasis is on extending previously attained work and employment skills from the awareness level to actual full-time employment level. Individuals performing at this level require extensive training and/or assistance in becoming independent within a semi-dependent environment. Therefore, continued training in the broader aspects of life situations will need to be strongly emphasized. This level of instruction will include, but is not limited to, the following components:

1. Employment and the related training situation may continue at the same place, but the type of work and length of working day are generally changed. Also, the personal goal gives more emphasis to that of regular employment.
2. Changed living arrangements may be a part of the program of training. If this emphasis is an identified need, the related skills become a part of the person's individual program plan.
3. Basic academic skills are utilized on a functional basis in the individual's training. These skills are included as a part of actual life situations and as required for more independence in personal maintenance.
4. Recreational pursuits will vary with the living arrangement. However, regardless of where the individual lives, the emphasis relates to that of movement into more community leisure events and more independence in movement related to leisure time.
5. Vocational evaluation is closely related to the work situation and the indicated readiness for movement to higher levels of job performance.

SEMI-INDEPENDENT LEVEL OF PERFORMANCE

Program emphasis is on a *preview of adult living* with respect to the boarder aspects of life situations. These experiences are as per special education content area of Practical Aspects of Daily Living and the preview includes, but is not limited to, the following components:

1. Increased individual capability and interest in personal management and maintenance through application of procedures for personal goal setting and attainment.
2. Strengthened personal capability in the area of environmental awareness and techniques for responding within that environment. The response uses problem solving tecnniques for the identification and use of available resources.
3. Increased individual practice demonstrates the personal recognition and role of own interdependence with individuals and groups and the values to be gained from these relationships.
4. Active *participation in selected general education electives as* per *individual readiness for participation.* Readiness base includes, but not limited to, the amount and type of support required for individual participation.
5. *Participation* in *special activities,* athletics, clubs and organizations *of regular secondary education* as per individual readiness for some level of meaningful interaction.
6. *Specific job skill training* and/or awareness of *work* and *employment responsibility.* These skills and awareness levels result from actual participation at level of readiness.
7. *Strengthen independent usage* of *basic academic skills through* actual *application* in functional aspects of living. Larger percentage of materials and resources are representative of and/or collections from actual situations (includes social service areas).

SEMI-DEPENDENT LEVEL OF PERFORMANCE

Program emphasis on *preview of adult living* with respect to being independent in *selected* areas of life situations. These experiences include support required *for semi-dependent living* and related alternate living situations. The experiences at this level include, but are not limited to, the following components:

1. Increased capability for recognition and practice in distinguishing between personal decisions which requires cooperation with and response to an advocate and personal decisions which require independent action. The independent decision making situations include, but are not limited, to the need for a frame of reference for accounting to an advocate.
2. Strengthened environmental awareness which responds to interpretation of situations and recognition of situations where refrain from involvement and/or reporting to individual to whom recognizes as an advocate.
3. Recognition of, within frame of capability, own responsibility for counsequences of action. This area also includes some capability for practice which demonstrates understanding for bringing about change in the consequence of action.
4. *Highly selective participation* in *general education electives.* These situations will be dependent on individual readiness of higher performing students and/or structures for adaptations and adjustments in regular education electives.
5. *Participation* in and/or *spectator* in activities, *organizations,* clubs and *special events* of *regular high school* and community with consideration for readiness base of the individual. This area also includes personal goal setting for achievement of required readiness base to increase own participation.
6. *Awareness* of *world* of *work* and *employment responsibilities* through participation and/or training in work situations. The work situations are generally a part of a sheltered workshop situation or in an organized program in the community or business and industrial settings.

JUNIOR HIGH

SEMI-INDEPENDENT LEVEL OF PERFORMANCE

Program emphasis is on *exploration* of a *range* of *functional life* situations through enrollment in special education content courses and general education electives. The identified concepts relate to interdependence in the larger community. Situations for learning experiences include, but are not limited to, the following components:

1. *Application* of *basic academic skills* to *functional situations* with major resources and materials from actual community settings. Formalized instructional support determined on an individual basis with consideration for the broad based needs as relates to balanced living.
2. Strengthened *independent decision* making *capability* with respect to personal mobility in larger community (rural areas include region) with *consideration* for *precautionary measures.*
3. *Strengthened capability* for *personal goal setting* and *charting* course of *action* for longer term projects (within all content areas and life situations).
4. *Enrollment* in *electives* and *required courses* from *general education as* per *readiness for participation.* Consideration be given to *enrollment* in identified *special education courses where* individual readiness level indicates *more appropriate* than enrollment in a general education required course.
5. *Participation* both as to interaction and spectator in *total school* and *community functions (organizations, clubs, special adtivities, athletics) as per individual readiness level to perform.*
6. Learner and staff *interaction* and *assessment* for *joint decision regarding need* and/or *ways* the individual can or should begin the use of *by-pass techniques.* This emphasis should be designed to facilitate more independent and/or more optimal performace in a variety of situations (including but not limited to world of work and employment).

SEMI-DEPENDENT LEVEL OF PERFORMANCE

Program emphasis on strengthened *individual decision making* and *mobility* in the larger community. Utilizes the skill of generalizing school learning to the broader spectrum of actual life situations in a multiplicity of environments. Content areas relate to specialized curriculum which has been structured into required and elective courses. Situations for learning include, but are not limited to the following components:

1. *Independent completion* of *projects,* which focus on personal responsibilities, scheduling and handling of material and equipment. This area of concentration relates to long term projects within all content areas and/or actual life situations.
2. More personal decision making and responsibility for independent mobility in the larger community. This area may require a range of support systems. These systems decrease the dependence level needs and provide a frame of reference for the individual in their responsibility for accounting to someone.
3. Increase capability for planning of special events, activities or responsibilities and personal planning related to a time frame for completion of a goal.
4. *Assessment* for identification of individual *needs* and *implementation* of a plan for the *use* of *by-pass techniques* and/or *precautionary measures* required for more independent mobility and decision making.
5. *Participant* and *spectator* in *school* and *community leisure* and activity situations.
6. Application of basic academic skill areas related to the level of readiness for use in own life situations. Formal basic skill instruction given in extreme deficit areas as per identified in usage. Consideration given to individual's total broad based needs for balanced living.
7. Enrollment in *selected electives* of *regular education* are determined through the use of a *highly selective process* and identified support systems.

SEMI-INDEPENDENT LEVEL OF PERFORMANCE

Program emphasis on the acquisition of *basic academic skills in structured learning* situation. This area receives more concentration at this level than it receives at any other level of instruction. Settings and experiences for this level of instruction include, but are not limited to, the following components:

1. Independent *action* in *organizing* and *managing self* in relation to things, space, objects, time and individuals.
2. Learner and staff *interaction* and *assessment* for *joint decision* regarding need and/or ways individual can or should begin use of *by-pass techniques*. This emphasis should be designed to facilitate more independent and/or more optimal performance in a variety of situations.
3. Acquisition of strengthened environmental awareness capability and interdependence of individuals and groups in that environment. The major concentration for content results in emphasis on practical aspects of daily living.
4. Participation in *regular education* extends beyond the typical participation in physical education, music, art, and lunch. *Selective placement* may result in a short block of time for enrollment in a specific content area. The arrangement permits selective individual participation in areas such as science, math and social studies for a specific area of concentration.
5. Individual *participation* and *interaction* in total *school and community functions* (organizations, clubs, special activities) as per individual readiness level to perform.
6. *Interaction* with *regular education student(s)* who may be involved in individual interaction in special education setting. This phase of program experience may be provided through short term periods. These experiences are generally related to serving as a model, tutoring or supporting specific interaction which facilitates special education movement to a higher level of least restrictive environment.

SEMI-DEPENDENT LEVEL OF PERFORMANCE

Program emphasis on participation in a highly concentrated program for *initial thrust* in the acquisition of *basic academic skills*. In each basic skill content area, there is an emphasis on use of skills in hands-on and actual life situations. This area includes a high incidence of *actual use* of *skills in life situations* (extends beyond household areas to the *broader scope* of the *environment.)* Settings and experiences for this level of instruction includes, but are not limited to, the following components:

1. *Social awareness* of the *role* of self in a range of *environmental situations*. This area includes relationship to situations from functional life experiences.
2. *Participation* in *nonhandicapped education* and *community situations*, organizations, recreational events and cultural traditions. These areas are highly selective and determined by readiness for becoming a participant, as opposed to physical placement, in the situation.
3. *Communication skills* as related to the acquisition of needs, feelings and/or preferences both in the school setting and other environments.
4. Individual *responsibility* for more *independent performance* in *completion* of a *task* or *product*.
5. *Individual* and/or *collective responsibility* for specific assignments, personal effects and property, and routine schedules.

PRIMARY

SEMI-INDEPENDENT LEVEL OF PERFORMANCE

Program emphasis on *initial phases* of *basic academic* skills with initial relationships to use in life situations. There will also be a need for an *extended program* of *readiness* for basic academic skills. Settings and experiences for this level of instruction include, but are not limited to, the following components:

1. Increased use of independent mobility with initial phases of the need for exercising cautious awareness.
2. Selective individual participation in experiences with nonhandicapped peers and/or total building experiences and special events.
3. Increase independent ability for responsibility as it relates to completion of a task or product.
4. Strengthen communication capability to express needs, wishes, requests for assistance and relay of messages.
5. Independent responsibility for self and actions within a semistructured school setting and in experiences in the community.
6. Responsibility for basic personal maintenance requirements and personal property or effects.
7. Strengthened environmental awareness as relates to self in relation to space, things, objects, people, and movement in actual functional life situations. Includes, but not limited to, simplified cause and effect relationships.

SEMI-DEPENDENT LEVEL OF PERFORMANCE

Program *emphasis* on *relationship* of *self* to *sequence of events* and/or the *routines* from own rhythm of life. Settings and experiences for this level of instruction include, but are not limited to, the following components:

1. Increased capability to manage self in relation to space, objects and persons as per situation requirement.
2. Strengthening of individual *readiness for participation* in the *initial* phases of the acquisition and use of basic academic skills. These areas are more related to life and hands-on experiences as opposed to highly structured worksheets and books frequently associated with the more traditional approaches.
3. Strengthened communication capability to express needs, wishes, requests for assistance and relay of messages.
4. Independent responsibility for self and actions within a semistructured school setting and in experiences in the community.
5. Responsibility for basic personal maintenance requirements and personal property or effects.
6. Environmental awareness in relation to self and space, people, objects, and movement in actual situations. This area includes initial phases of cautious awareness and recognition of own ability to cause some events to happen.

EARLY CHILDHOOD
(Ages 3 to 5)

SEMI-INDEPENDENT LEVEL OF PERFORMANCE	SEMI-DEPENDENT LEVEL OF PERFORMANCE
Major program *emphasis responds* to *individual's demonstrated belief* in his/her *control over cause* and *effect relationships.* This level of performance rapidly expands individual's immediate environment. Settings and experiences for this level of instruction include, but are not limited to, the following components: 1. Participation in and cooperation with events and individuals in daily living which require responsibility and decision making. 2. Participation in situations where verbally demonstrate attainment of initial ability to classify and order events. 3. Respond to semistructured situations which require refinement of coordinated movement. 4. Participates in and provides own situations which require use of symbolic representation through dramatic play and language. These situations progress from egocentric toward socialized speech. 5. Formalized education experiences occur in a range of settings such as regular kindergarten primary special education, regular day care and specialized centers for disadvantaged and/or handicapped population. It should be noted that a large part of education and training will result outside the formalized experiences. A high percentage of education experiences occur in the routines of daily life within family and community structures.	*Belief* in *own control over cause* and *effect* relationships enables use of both semistructured and unstructured *situations* to *expand immediate environment.* Settings and experiences for this level of instruction include, but are not limited to, the following: 1. Realization of cause and effect through sensory experiencs with objects, people and space. 2. Initial cooperation (on one-to-one basis) with adults and siblings in work and play situations. 3. Demonstrate initial phases of recall of past experiences through symbolic functions of verbalization, imitations and play. 4. Expanding environmental awareness through initial realization of cause and effect as per sensory motor expriences with objects, people and space. 5. Performance related to special needs while receiving occasional assistance or reminders. 6. Formalized education experiences occur in a range of settings such as primary special education, specialized centers for disadvantaged and/or handicapped population, and day care centers. It should be noted that a large part of education and training will result outside formalized experiences as they are a part of home-life and daily routine.

EARLY CHILDHOOD
(Ages 1 to 3)

SEMI-INDEPENDENT LEVEL OF PERFORMANCE

An *increased level* of *trust in others* leads to security. This level of performance permits program *emphasis* on *independent action* within a *defined environment*. Settings and experiences for this level of education and development include, but are not limited to, the following:

1. Expands environmental awareness through development and use of delayed memory. This area is a part of the totality of thinking behaviors which provide the initial thrust for abstract thought processes.
2. Within sensory motor frame of reference, views self as the focal point in all experiences.
3. Initial phases for anticipation of cause and effect through experimentation with objects, people, and space.
4. Strengthened capability for keeping on major point of focus when initiating an action that is goal directed. Completion of action is based more on attainment of a level of recognizable achievement, as opposed to a time period or a response, within a structured one-to-one situation.
5. Verbalization which is meaningful to the situation and extends use of gestures acquired through imitation.
6. Participation in activities of a regular day care center or specialized center for disadvantaged population. Unless individual has other handicapping conditions, members of this age group are most often enrolled with their nonhandicapped peers. A high percentage of individuals from this group may not be participating in an organized program for early childhood.

SEMI-DEPENDENT LEVEL OF PERFORMANCE

Major program *emphasis* is on *extensive environmental awareness*. This awareness utilizes sensory perception and mobility for establishment of relationships between self and things, objects and people in a defined environment. Settings and experiences for this level of education and development include, but are not limited to, the following components:

1. Initial independent capability for movement with a purpose. This movement occurs within a structured situation while fluctuating between purposeful movement and changing goal within the sequence of the purposeful movement.
2. Increased sensory motor response to actual objects, things and people, which are a part of a situation, at the moment.
3. Increased understanding of the spoken word results in situations which use more meaningful verbalization and gestures to express needs and command attention.
4. Establishment of trusting relationships with individuals responsible for care and assistance. This trust results in increased cooperation when personal needs are being responded to by others.
5. Participation in activities of a specialized child development center that is a part of a community facility program. Also, some individuals from this group may be enrolled in regular day care center activities.

INFANT
(Age 0-1)

SEMI-INDEPENDENT LEVEL OF PERFORMANCE

Programs *emphasis* on *development of a one-to-one relationship* with person(s) responsible for care. As a result of close interdependent relationships, progression tends to be somewhat delayed, but it closely approximates ranges attained by the nonhandicapped peer group. Schedule and experiences will include, but not limited to, the following components:

1. Receiver of verbalized expression as his/her physical needs are being met.
2. Assurances provided through being cuddled, rocked and held close.
3. Recognition of and relating to most familiar person(s) with whom interact in immediate environment.
4. Initial environmental awareness results from responding to semistructured situations where selected objects and things are placed in the individuals' proximity.
5. Self initiated response to and/or interaction with things, objects and people in immediate environment.
6. Association of selected objects, things and individuals with specific things or actions for which he/she is a part.

SEMI-DEPENDENT LEVEL OF PERFORMANCE

Program emphasis on development of *one-to-one relationships* with person(s) responsible for care. Because the individual *developmental progression is distinctively* delayed, interdependent relationships are frequently approached within a precautious or restrained frame of reference. Schedule and experiences will include, but not be limited to, the following components:

1. Verbalized expressions received are generally qualitatively and quantitatively related to his/her feedback within the interaction process. Therefore, the received verbalized expresion, is somewhat more limited than that provided for nonhandicapped peers.
2. Through use of oral expression and physical positioning of body, demands that he/she receive assurances through being cuddled, rocked and held close.
3. Because of needs resulting from a distinctive delay in developmental progression, opportunities for establishment of a broad based range of interdependent relationships is more limited than for their nonhandicapped peers.
4. Participation and/or cooperation with personnel providing evaluation(s) and demonstration(s) for home based program. These programs are then initated and followed through by adults responsible for care.
5. Interaction with things, objects and people generally initiated by person responsible for care or training. The extent of continuation is determined by person(s) responsible for care and development.

Dependency Levels of Performance

DEPENDENCY LEVELS OF PERFORMANCE are based on the extent and types of support a retarded individual requires to function in and relate to a societal situation in which his/her nonhandicapped peers participate. In the broader classifications of mental retardation, the higher performing individuals are semi-independent since they can acquire understandings and skills to perform at a level close to that of their nonhandicapped peers. Therefore, the dependency levels, for groupings within the mentally retarded population, occur in a progression from totally dependent through dependent, semi-dependent to semi-independent.

A progression of dependency levels can also be identified with a given individual's performance. For example, each individual can function at an independent level in some areas of performance regardless of age or dependency level of retardation. Also, situations can be arranged in such a way that individuals are required to stretch thinking capability for performance which indicates movement in the progression toward independent performance. This latter progression moves from totally dependent through dependent, semi-dependent, semi-independent, independent to automatic without conscious thought performance. At a given point in time, an individual will be performing at one dependency level in a given situation while performing at other dependency levels in other situations.

Table II provides the progression of dependency levels for mental retardation while Table III provides the progression of performances leading to more independent behavior. Since each identified level of performance in Table III represents a point of reference, these terms enhance communication in the interaction process. These identified levels also represent individual level of attainment in the instruction and learning process. In this role, the levels of progression provide frames of reference to aid personnel in strengthening their ability to use on-the-spot evaluation while instruction is in process. On-the-spot evaluation aids in the identification of how and when instruction should be continued, varied and/or reinforced at present level of performance.

Information presented in Table III is not meant to include all descriptive performances for each of the dependency levels. Rather, each listing of behaviors is provided as cues to aid staff in the development of higher levels of competence in relating to the dependency levels of performance.

Notes:

Table II
Dependency Levels of Mental Retardation

Dependency Levels By Degree of Independent Performance	Previous Groupings or Classifications
Semi-Independent	Educable Mentally Retarded
Semi-Dependent	Trainable Mentally Retarded
Dependent	Severe Retardation
Totally Dependent	Profound Retardation

Table III
Dependency Levels By Amount of Support Required For Performance

Levels of Dependency	Degree of Support
1. Automatic Without Conscious Thought	1. Does not have to think about the procedure while using it in a wide range of situations.
2. Independent	2. May or may not have to stop and think through procedure but does not have to seek assistance or have someone volunteer assistance.
3. Semi-independent	3. If an older learner, can recognize when need help, seeks help from appropriate source, and can follow through after assistance given. If a younger learner, can utilize assistance given and is capable of following through after support has been given.
4. Semi-dependent	4. Actions may indicate that knows unable to perform, but may keep on with incorrect response, give up and discontinue performance or demand immediate assistance from one individual. When work is finished, frequently demands assurance that performance is correct and/or that it is good work.
5. Dependent	5. When given assistance, generally stops when support is withdrawn. Close physical proximity and continued verbal encouragement of person giving support is required for continuation of action.
6. Totally Dependent	6. Unable to perform within a group situation as require constant one-to-one relationship to keep on target with the required performance.

PART III

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YELLOW BOOK FILE — IN PROCESS
Part III
Program Area of Mental Retardation
April, 1981

Kansas State Department of Education
Special Education Administration

CONTENT STRUCTURES

The purpose of the program of service is that of responding to the unique characteristics and resulting needs of the population served. These areas provide the basis for the program goal statement. As identified by the 1980 State Plan Task Force, the goal statement interrelates all levels of program responsibility as each focuses on the responsibility of the individual learners and the collective learner. This program emphasis is appropriate for both the area of the semi-dependent and semi-independent levels of mental retardation. The program goal statement as identified in the 1980 state plan is as follows:

Notes:

Program Goals

The major focus is on assisting the individual learner in assuming his/her responsibility for learning how to learn and how to become a continuous learner. Each level of program responsibility, then, focuses on the purpose of the program of service. Within this frame of reference, the program purpose or goal is represented in four separate, yet interrelated, goal statements which emphasize different levels of program responsibility. This phase of the program of service is important since a decision and resulting action, at any level of responsibility, has a direct effect on what can and/or does happen at the individual learner level of performance.

1. Individually and collectively the learners will assume responsibility for stretching current level of capability through becoming an interactive learner with a personal will for:
   a. Acquisition of a range of behaviors and evaluation techniques which can be generalized to:
      -- Organized learning situations.
      -- Flexible and changing societal situations
   b. A focus on the lasting parts of the interaction process.
   c. Learning viewed as happening outside of school as well as in school while interacting with space, time, action, things, and ideas.
   d. Organization and management of self in situations in such a way that he/she learns by establishing new relationships where previously had not been able to identify relationships.
   e. The increasing of individual capability for assuming responsibility in personal goal setting and levels of accomplishment.
2. Individually and collectively teachers will assume responsibility for becoming a continuous learner and stretching current levels of capability in organization and management which focuses on:
   a. Individual learner's capability to stretch thinking processes required for more independent decision making now and as an adult.
   b. Establishment of readiness base for individual and collective action with consideration for the effects of the hopes, fears, joys, and frustrations of the situation as related to the learning process and/or the decision making process.

c. Leadership in establishment of relationships between the theoretical constructs of learning and own selection processes and organization and management of the learning situation.

d. Individual learner level of capability for performance with reference to:

   -- Selectivity, values, and attitudes;
   -- Bringing order into living;
   -- Establishing relationships; and
   -- Balanced living.

e. Communication of realistic assessment of individual learner performance and relating current performance to long range need of the individual.

3. Individually and collectively administrators will assume responsibility for providing a frame of reference which results in:

   a. Continuity in expectations for individual learner and/or teacher capability to acquire and utilize the skill of continuous learning.

   b. Honest appraisal of individual learner level of performance and needs.

   c. Utilization of life situations as a means of acquisition and/or validation of success in learning experiences.

   d. Progression of change in program of service that is based on an established readiness for action with consideration for the totality of the situation (holistic point of view).

   e. Leadership roles which focus on program structures related to the theoretical constructs of learning and identification of new knowledge.

4. Individually and collectively the parent(s) assumes responsibility as an advocate both for the individual and collective group of learners for the purpose of:

   a. Interaction and involvement with the learner and school personnel to facilitate communication which results in shared effort.

   b. Interpretation and communication of learner performance levels as practiced in environments outside the school.

   c. Availing self of knowledge concerning program goals, alternatives, and future options as provided by education and community agencies.

   d. Utilization of information for an honest awareness of learner's level of performance.

   e. Continually monitoring and planning for realistic life expectations.

Notes

Will To Learn

The unique needs of the mentally retarded population require that they be provided with experiences in a functional curriculum which interrelates the acquisition of life skills with academic concepts in actual life situations. The approach can be directly related to the individual's will or desire to learn. Use of will and desire for interaction can be observed prior to

age one. At this age, mentally retarded, like their nonhandicapped peers, can be observed in the initiation of movement that is related to a purpose which they have set. The major individual and group differences will be related to frequency, depth of demonstrated thinking in a given situation, and consistency of behavior in its progressin toward a level requiring higher thought processes.

A major problem can result if one uses limited observations when identifying the current readiness level of given individuals or groups. There may be a tendency to plan for and expect initial interaction which is more like that used by adults or an older learner. If this latter level of planning is used, it is possible that the young child may not have opportunities for the acquisition of a will or desire to learn through being a part of setting his/her purpose for interaction.

The assumption is that every individual (from all levels of responsibility) has the capability to perform at an increasingly higher level in the progression toward creativity and invention. This frame of reference becomes necessary if the individual learners, as well as professional staff, are to utilize competencies acquired today to interact and respond to the currently unknown aspects of the future. Likewise, a program of service or an organization can have a will or desire for continuous learning. This will results from the collective efforts of individuals within the program of service or organization.

Notes:

Content Area of Practical Aspects of Daily Living

The functional aspects of living provide the social nonvocational curriculum content which prepares the individual for life. This area, then, responds to an individual's need for other life needs within a unified whole for living. This emphasis for content is provided in the Federal Legislation for Developmental Disabilities as identified in the Amendments to the Rehabilitation Act.

Notes:

Content Structures and Lasting Life Processes

Field work has resulted in descriptive clarifications which identify the lasting life process and provide the major point of focus for each of eight resource areas of content. The descriptive emphasis results in a unified whole for each of the content areas. When one utilizes, the unified whole approach, individual learners can identify and relate to clarified competency areas when initially acquiring a practiced understanding and/or skill.

Within the process frame of reference, the accommodation level of performance responds to that of strengthening an understanding by making it a part of one's own life style. Generalization, then, becomes individualized. It also becomes the technique for reducing the abstract of the current situation to the practiced level of responding to that particular area of abstraction.

The following descriptive clarifications and lasting life processes provide a point of focus for content emphasis throughout all instructional levels. The lasting life process is identified through the use of lower case letters in the title statement for each content area. The brief paragraph(s) for each content area establishes the parameters for that particular area of study while the separate statements identify learner understandings which are to be acquired at each instructional level. Each understanding occurs on a continuum for the learner as it evolves for him/her within the context of age appropriate situations and at personal level of thought processes. Therefore, one would expect a six year old to use and interpret an understanding in a different way and at a different level of application than a twelve year old would use the same concept.
Notes:

CODES, RULES, LAWS AND REGULATIONS/Rights and Responsibilities of Citizenship

The capacity to realize functional skills in the area of laws and regulations requires an understanding of the relationship between societal structure and personal wants and needs. Mentally retarded individuals, with their limited peripheral experiences, often have difficulty in preceiving the concept of an exterior event and/or rules which infringe upon their life space. Likewise, the essential ingredient of changing the environment or self is frequently not understood by mentally retarded persons because of their limited societal experience. Therefore, these individuals need support and/or assistance, rather than control, while they are learning to cope with the consequences of their behavior.

Concepts/Understandings To Be Clarified And Expanded By Each Individual Learner At Each Level Of Instruction

1. Laws and rules change as values and beliefs of many people change.
2. Laws protect the individual, but they also offer protection for others.
3. Majority rules by voting, and each individual has a right to one vote.
4. Responsibility for recognition and practice that, at certain times, behavior is legally acceptable in some situation and not in others.
5. Rules and laws bring order into our daily lives.
6. Somebody has to pay for damaged property, and it may be me.

Notes:

COMMUNICATION/Interaction

The individual's well being is dependent upon own ability to interpret and to respond to his/her environment. Environmental interaction requires the use of the spoken and written word, but it also includes other means of communication which are received through the use of the total senses of the individual. A touch, a knowing gesture, or a sound of nature conveys a message. Interpretation and use of each of the above means of communication is equally as important to the individual's well being as is the use of the written or spoken word.

Demands resulting from the normalization process may require mentally retarded individuals to devote extensive time and effort in the acquisition of the written and spoken word. Therefore, they frequently develop a somewhat limited awareness of environmental cues which are necessary for independent performance. This latter factor results because they require structured learning experiences to attain many of the skills which their nonhandicapped peers acquire without structured learning. Planning in the area of communication, then, requires a delicate balance between what is optimum performance and what is necessary to interact as a thinking individual.

Concepts/Understandings To Be Clarified And Expanded By Each Individual Learner At Each Level Of Instruction

1. An individual has a right to have written and oral agreements checked or clarified by an advocate.
2. A person has a right to remain silent or refrain from giving information upon request without consulting council or an advocate.
3. Individual capability to read, write and speak provides one with opportunities to become more independent in societal situations.
4. Just because something is written, pictured or verbalized does not make the message or statement correct or right.
5. Manmade sounds and pictures provide messages which one should interpret.
6. Music, art, drama and dance are universal languages.
7. People talk to each other by use of gestures, movement and tone of voice.
8. Sounds of nature and changes in visual cues from nature provide messages which one should be able to interpret.
9. There is a difference between reporting and tattle taling or ratting.
10. Verbal conversation for problem solving requires interaction from more than one or two individuals as each person has a right to be a part of the decision (at own level of capability) affecting self.

Notes:

LEISURE TIME/Change of Pace

Due to society's changing patterns, handicapped and nonhandicapped individuals will have increasing access to uncommitted blocks of time. In the normal rhythms of life, leisure time affords people an opportunity to generate vitality through a change of pace. This generated vitality results in a rejuvenation of physical and mental well-being.

Rewards of leisure time experiences are those of fostering old and new friendships and new relationships with things and places. It also permits mentally retarded individuals with opportunities for decision making while experimenting with social roles not normally given to them in society. Likewise, leisure time provides the mentally retarded with tangible or more immediate reward for the completion of a task and/or a day's work.

Concepts/Understandings To Be Clarified And Expanded By Each Individual Learner At Each Level Of Instruction

1. All people do not like to do the same kind of leisure time activity.
2. Certain precautionary measures should be taken when one is participating in leisure time activity.
3. Extra long continuation of a physical activity, when one becomes extremely tired, can be harmful to a person.
4. It is the responsibility of the individual to learn new skills which can be used for leisure time experiences.
5. Leisure time activity may vary because of conditions such as seasons, weather, available money and length of time for the activity.
6. Many good and fun leisure time activities are free or cost only a small amount of money.
7. One can learn new things/skills by participating in a leisure time activity.
8. One feels good after a quiet activity and/or an activity requiring active physical exercise.
9. Sometimes a person has to do leisure time activities by themselves.
10. The individual has a responsibility to plan their schedule to provide periods of time when they can participate in leisure time activity.

Notes:

MANAGEMENT OF FINANCES/Budgeting

Financial responsibilities vary with each individual, but this responsibility is on-going throughout one's lifetime. Each individual is required to adapt to changing personal financial situations and to adopt a personal perspective or value system that is realistic to him/her in relation to needs and available resources.

In each financial situation, the person must recognize the exchange value of his/her own available personal resources in order to plan and control their use. For some individuals, planning involves recognition of a need for support, knowledge of where support can be located, and discrimination among available sources in order to receive an honest and fair recommendation.

Concepts/Understandings To Be Clarified And Expanded By Each Individual Learner At Each Level Of Instruction

1. Amount of money required, for meeting personal budget/expenditures, changes with time and personal choices/selections.
2. Budgeting requires the ability to wait for personal satisfaction/pleasure and ownership.
3. Citizens share responsibility for the cost of public services/property.
4. Crises situations may require the use of personal savings which have been put aside for long range plans.
5. Money is earned.
6. Money required for the basic needs of food, shelter and clothes are the responsibility of every individual/family.
7. People and machines can make mistakes (errors).
8. Possessions/property have the value of money.
9. Prices of material/products vary with location and at different periods of time.
10. Specific laws/regulations have to be followed when one earns, spends or saves money.

Notes:

PERSONAL AND ENVIRONMENTAL HEALTH/Maintenance and Well-Being

Health care agencies and specialists are placing more responsibility on the individual (and those responsible for a person's care) for assuming a major role in prevention and maintenance of well-being. This responsibility requires an individual to have practiced understandings of his/her own body systems and the interrelationships between own body systems and the environment. At the same time, there are increasing numbers of health services available to the individual as well as fads, notions and beliefs about special cures and quick relief. Therefore, it becomes increasingly difficult for some individuals to make appropriate and legitimate choices for their health needs.

Although the mentally retarded have the capability to attain some independence at an early age, they frequently continue to function on a dependent level in the areas of routine health care and maintenance. Therefore, structured learning is required, at an early age, if they are to acquire thinking skills necessary for health care decisions. Those necessary thinking skills are related to decisions about when, how and where to seek assistance as well as decisions about what and how precautionary measures should be practiced.

Concepts/Understandings To Be Clarified And Expanded By Each Individual Learner At Each Level Of Instruction (Personal Health)

1. A person's body, like a machine, needs care and regular attention if it is to perform at its best.
2. Appropriate action in a crisis situation may mean that someone's life is saved or that a permanent injury has been avoided.
3. Each individual has a responsibility for recognizing and practicing health care procedures which result in personal maintenance and well-being.
4. Exercise or over extended use of a good health practice can sometimes be as harmful as no use of the practice.
5. Exercise helps a person to build a strong and active body.
6. Medication and drugs can be harmful as well as helpful to my own well being.
7. Medication, treatment and health aids or devices should be obtained from reliable sources and/or through assistance of an advocate.
8. Reporting and seeking of assistance in area of personal physical condition is my own responsibility.

Concepts/Understandings To Be Clarified And Expanded By Each Individual Learner At Each Level Of Instruction (Environment)

1. Each person has a responsibility to protect and keep a clean environment/surroundings.
2. People, plants and animals depend on their environment/surroundings for survival.
3. Special areas have been developed for people's use and enjoyment of the great outdoors.
4. Space in and around homes and within the city/community is a part of the environment which must be protected and cared for.
5. Special laws/regulations are made to protect people, animals, plants, soil and water in the environment.

Notes:

PERSONAL AND FAMILY WELFARE/Interdependence

Current expectations are that each individual be viewed as a unique person. However, the individual's life style, values and role in society are influenced by the results of his/her interaction with people and societal systems and organizations. The first social system an individual experiences is the family unit where the primary needs of shelter, food and love are provided. He/she later assumes membership in other social systems such as church or religious groups, schools and education, and civic or governmental and political structures.

Frequently, the mentally retarded person is viewed as an adaptor to individuals, situations and organizations as opposed to having the capability for becoming an interactive person. As an interactive person, the individual becomes interdependent with other individuals, situations and organizations.

Interdependence, then, requires that the individual assumes as well as accepts the benefits of a responsibility. In meeting these obligations, the mentally retarded learner needs support and/or assistance when making selections where membership choices are optional and to identify ways in which he/she can assume roles within the societal structures. Equally important is the need for support and assistance when learning how to interpret the situation and finding ways to remove self from participation and/or change ways of interaction.

Concepts/Understandings To Be Clarified And Expanded By Each Individual Learner At Each Level Of Instruction

1. A family/organization member has individual and group responsibility for family/organization welfare.
2. Each family group develops its own traditions.
3. Each family unit has different members and family members may live distances from each other.
4. Every person is a member of a family group(s)/organization(s).
5. Individual family members join or relate to organizations which expand the support of the initial family unit.
6. Passing of time and events can be related to generations within the family unit.
7. Responsibility of a family/organization member is interdependent, as each person receives support from — as well as gives support to — the family unit organization

Notes:

SPATIAL ORIENTATION AND TRAVEL/Mobility

With increasing mobility as a way of life, knowledge of directionality and simple geography become crucial. Orientation and spatial concepts are acquired by the young child as he/she moves about in own home or in the immediate neighborhood. As the individual's travel takes him/her farther from the immediate environment, the decision making process becomes more complex. This complexity results because there are interrelationships with more people, more alternative routes available and a greater variety of ways and means to reach one's destination.

While the concepts of spatial orientation and travel may be readily acquired, the mentally retarded learner needs to have planned instruction and assistance while relating to experiences in a wide range of situations. Although, increased mobility includes some risks and complex decision making, it expands the individual's horizons and involvement with society.

Concepts/Understandings To Be Clarified And Expanded By Each Individual Learner At Each Level Of Instruction

1. Freedom of movement and travel is the right of every individual. This right requires recognition and practice of the responsibility for accounting to others and the capability to practice precautionary measures.
2. Getting to a place on time requires planning.
3. Information is available to help people who need and know how to ask for help when traveling.
4. Landmarks help one to find their way when traveling.
5. Personal ownership of a vehicle for travel costs money and requires that one obey certain rules/regulations.
6. There is a difference between loitering and traveling.
7. There is more than one way to get there from here.

Notes:

WORLD OF WORK AND EMPLOYMENT/Increasing Economic Independence

The industrial society was based on the principle that hard work and emphasis on quality leads to success. Success could be measured by an accumulation of material resources, promotion and/or prestige of position. In the post industrial society, there was a shift in emphasis to obsolescence of products which was accompanied by lowered emphasis on quality. There was also an emphasis on the rights of the individual and the pleasures to be gained from the financial results of employment. Although, parts of the attitudes and values of the above eras still exist, the current era focuses on the individual's right to employment as a means of self-support and the right to be afforded opportunities to learn as employable skill.

Society is becoming more mechanized. As a result, many of the current employment positions are rapidly changing or becoming obsolete while new positions are emerging. This fast pace requires individual decisions about employer demands that one undergo retraining to maintain current employment and an increase in the number of times one will be required to change to another type of work.

Each, of the above factors, includes affective areas which affect the decision making process as well as the quality of work. The affective areas, resulting from societal changes, may have a greater impact on the decision making of the mentally retarded than does the impact of the affective areas directly related to the job skills. Among the societal changes, which may be difficult for the mentally retarded, are those such as (1) mobility brings constant changes in persons with whom an employee interacts at work, (2) changes in work week or day, and (3) being a party to hearing a range of verbalizations and/or responses regarding attitude toward work and societal experiences.

Concepts/Understandings To Be Clarified And Expanded By Each Individual Learner At Each Level Of Instruction

1. An individual is responsible for learning specific skills which can be used in a job/work situation.
2. A worker's paycheck may be less than the salary for the job.
3. Each job or work situation has a set of rules and regulations which the worker is required to follow.
4. Each worker has a specific job or task to do, but he/she may sometimes have to work with someone else to get the work done.
5. I could be fired.
6. Individual worker may have to learn new work skills or tasks if they change jobs.
7. There are many places and ways to learn how to do specific kinds of work.
8. There are many places and ways to locate and apply for a job or work situation.
9. When work is to be done, it requires the workers' full attention.

Notes:

PART IV

PROMOTION AND GRADUATION

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YELLOW BOOK FILE — IN PROCESS
Part IV
Program Area of Mental Retardation
April, 1981

Kansas State Department of Education
Special Education Administration

Promotion

Promotion from one instructional level to another is determined at the local level. This decision is generally based on a combination of factors such as:

1. Current level of performance in relation to the projected or optimum level of performance of the individual.
2. Present level of performance in relation to education experiences with nonhandicapped learners.
3. Social interaction and level of performance skills as related to the new special education setting and the general school population and offerings.
4. Possible age for completion of the transition to adult living (high school) instructional level.

It is not unusual for an individual to take four and even five years to complete the high school requirements. Neither is it unusual for a lower performing learner to take two years longer at the elementary level. This latter arrangement reduces the possibility of prolonged secondary enrollment because the individual has not developed the broader independent performance base for expanded inter-relationships with practical aspects of living in the community. Prolonged secondary enrollment can result in the learner becoming discouraged and select to become a drop-out.

Notes:

Graduation

Handicapped individuals, like their nonhandicapped peers, set goals for themselves and plan a course of action for arriving at those identified goals. Success in education experiences is achieved in many different ways, but the most desired achievement is that of graduation. Attainment of this goal indicated that the individual has met a series of goals and successes and is ready to assume a greater responsibility for himself/herself. For the handicapped, the achievement of this goal may be more difficult than for many of his/her peers. Therefore, educators have a responsibility for outlining the requirements for this population so that they, too, many finish their high school program with dignity.

Requirements

The local board of education has the responsibility for adopting written policy which sets the requirements for graduation. The adopted policy shall be based on the first or both of those procedures identified in Section 91-3012, Bulletin #701, Kansas State Department of Education.

The first procedure is that based on a minimum of 17 units which include:

1. 9 units of specific required courses
2. 8 elective courses
3. local school option for requirement of additional units over and beyond those specified as minimum.

The second procedure which the local board may adopt is that identified as the alternate graduation requirement. The adopted local policies for this approach shall be in writing and be included in the Local Special Education Comprehensive Plan. If the local board selects to use this approach, the written policies shall provide assurances that pupils will be eligible for graduation through meeting requirements which have been developed as follows:

1. 17 units of instruction.
2. one unit of United States history.
3. one-half unit of United States government including the constitution of the United States.
4. policies which are in compliance with statewide educational goals as adopted by state board.
5. broad based community involvement in their formulation.

Notes:

Course Listings

An elective and/or a required course may be taken through enrolling in a specific course in the regular education program listing of the high school. The student may also earn credit by enrolling in an identified elective or a required course which is taught by special education personnel in the special education setting. This arrangement permits selection of courses on an individual basis as selection is based on a student's readiness for participation.

The above arrangements require joint efforts for outlining a range of courses in which students may be enrolled. The same format used for outlining the requirements in general education should be used to outline course requirements for areas taught by special education personnel. For example, a special education elective may be a course in Personal Evaluation and Life Goals or Teen Age Decision Making. These two titles for electives have been used to relate to competencies in areas of short and long range planning, also, course content can assist learners in acquiring skills for setting goals related to individual planning for change in performance. Likewise, a required course can be designed to relate to competencies, in the area of rules, regulations and governmental structure. These latter listings of competencies have been designed for presentation on the handicapped individual(s) level of readiness for comprehension and use. The validation of understandings, then, can be directly related to the individual's demonstrated use of the practiced understanding in a life situation.

When joint special education and general education efforts are utilized, there is a wider range of choices and there is a higher possibility that learners will receive instruction in the least restrictive environment for the acquisition of a given competence. This arrangement, permits two special education students to meet a graduation requirement in different ways.

Notes:

Responsibility Relating To Graduation Requirements

Formulation of written graduation policy is dependent upon interrelated responsibility and continuous planning both for the program and for individual learners. The principal has responsibility for certifying that a learner has met the requirements for graduation, but this decision can only be made if coordinated efforts have been accomplished to have a procedure in place. Individual learners need the developed policy for assurances throughout their high school enrollment. Field effort has resulted in the identification of shared roles in the unified efforts for graduation requirements. These responsibilities are:

1. Formulation of graduation requirements is the responsibility of the local board of education.

2. Certification of an individual student for graduation is the responsibility of the local high school principal.
3. Local director of special education has a responsibility for communication and interaction with secondary school principal(s) and other personnel for the purpose of assisting principals in formulating recommendations for policy on which graduation eligibility is determined.
4. Secondary teacher of special education has the responsibility of following through on development and filing of requested course competency listings and/or procedures for validating completion of course.
5. Secondary teacher of special education has the responsibility of teaching and supervising coursework designated as being provided either as a required or elective course in the special education setting. This responsibility involves, but is not limited to, adherence to the time frame requirements for a unit of instruction.
6. Special education teacher has a shared responsibility with the regular education teacher for development of a plan for variations and assistance when a special education student is enrolled in regular education coursework. This area of planning utilizes learner's readiness for participation in course requirement with some degree of independent performance and contribution.
7. Local director of special education is responsible for development and maintaining a procedure which results in updated senior high curriculum content directly related to a program of continuous learning throughout all levels of instruction.

Notes: